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ABSTRACT

The studies in this collection result from a case study of one London (England) comprehensive school's response to the school-based training of teachers that was instituted in England between 1992 and 1996. School-based time is now two-thirds of all teacher training, and the training context has become a crucial factor in the initial training and education of teachers. The key issue is the beginning teachers' entitlement to good quality training and support in the placement schools. Partnership with institutions of higher education is an essential part of establishing the training context. The following selections describing teacher training in this multicultural British school are included: (1) "Themes and Issues" (Ruth Heilbronn); (2) "Hampstead School as a Learning Community" (Tamsyn Imison); (3) "Making It Work--The School-Based Tutor" (Ruth Heilbronn); (4) "All Teachers Are Special Needs Teachers" (Pat Mikhail); (5) "IT: Every Teacher's Second Subject?" (Phil Taylor); (6) "Supporting Bilingual Learners" (Marc Thompson); (7)"Refugee Education: One in Every Class" (Ruth Heilbronn); (8) "Beginning Teachers as Researchers" (Crispin Jones); (9) "Beginning Teachers in Departments 1: Mentoring in Science" (Jonathan Bach); (10) "Beginning Teachers in Departments 2: Mentoring in Maths" (Margaret Tetley); (11) "Mentor Training Experiences in Partnership" (Cathy Pomphrey); (12) "The Support and Development of New Teachers: A Five Year Study" (Leon Gore); (13) "The School in the City" (Crispin Jones); and (14) "The Quality of Our Learning: Ways Forward" (Crispin Jones). Three appendixes present the school's headteacher's report on teacher training, the teacher training code of practice, and a report on the potential role of institutions of higher education. (Contains 106 references.) (SLD)

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